

GRADE LEVEL CONTENT EXPECTATIONS



Communities

These are **DRAFT** documents that are open for public comment.
Please **DO NOT** copy or distribute.



Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire “curriculum” of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

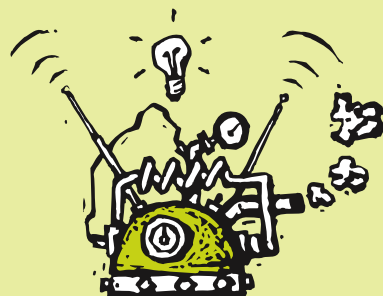
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade Two—Communities

The focus of the social studies curriculum for Grade Two is **“Communities.”** A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**



HISTORY

By the end of Grade Two each student will be able to:

1. place events of his/her life and community in chronological order. I.1.EE.4
2. identify the characters in stories representing a variety of societies and cultures from the past. I.2.EE.1
3. identify what happened in stories representing a variety of societies and cultures from the past. I.2.EE.1
4. identify where stories representing a variety of societies and cultures from the past happened. I.2.EE.1
5. use a variety of resources to construct a narrative about themselves, their family or their community. I.3.EE.1
6. explain decisions made by others as reported in stories about the past. I.4.EE.2



GEOGRAPHY

By the end of Grade Two each student will be able to:

7. distinguish between human and natural characteristics of places in the community. II.1.EE.1, II.1.EE.2
8. suggest ways people can help improve the environment of his/her community. II.2.EE.3
9. describe the movement of people, goods, services and ideas in his/her local community. II.3.EE.3
10. compare his/her community and region with other communities and regions. II.4.EE.2
11. describe changes in his/her local community over time. II.4.EE.3



CIVICS AND GOVERNMENT

By the end of Grade Two each student will be able to:

12. cite examples of government carrying out its legal authority in the local community. III.1.EE.1
13. identify rules in the community and describe the consequences for breaking them. III.4.EE.1
14. describe the consequences of not having rules. III.1.EE.2
15. describe a variety of ways for communities to make decisions fairly. III.4.EE.2
16. recognize that events in other countries can affect their local community. III.5.EE.2
17. describe ways that individuals influence each other. III.4.EE.3



ECONOMICS

By the end of Grade Two each student will be able to:

18. list ways that individuals can conserve the limited resources of time, money, and space. IV.1.EE.2
19. identify a good or service that is provided by the local government and identify the source of its funding. IV.3.EE.1
20. distinguish between producers and consumers in a market economy. IV.4.EE.2
21. describe a variety of businesses in their local community and connect economic needs with the businesses that meet them. IV.2.EE.1



INQUIRY AND DECISION MAKING

By the end of Grade Two each student will be able to:

22. interpret information from simple maps, graphs, tables, and pictographs. V.1.EE.3
23. compose a statement expressing an opinion on a public issue in their local community. VI.3.EE.1



Michigan State Board of Education

Kathleen N. Straus

President

Bloomfield Township

John C. Austin

Vice President

Ann Arbor

Carolyn L. Curtin

Secretary

Evart

Marianne Yared McGuire

Treasurer

Detroit

Elizabeth W. Bauer

Member

Birmingham

Nancy Danhof

NASBE Delegate

East Lansing

Reginald M. Turner

Member

Detroit

Eileen Lappin Weiser

Member

Ann Arbor

Gov. Jennifer M. Granholm

Ex Officio

Jeremy M. Hughes, Ph.D.

*Interim Superintendent
of Public Instruction*

Dr. Yvonne Caamal Canul

Director

Office of School Improvement

**These are DRAFT documents that are open for public comment.
Please DO NOT copy or distribute.**